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ABSTRACT

Teachers in the Henry County Public School System (Tennessee) developed and wrote over 80 course syllabi for most subject areas taught in grades 7-12 for a Teacher Corps demonstration project. The intent of the project was to inform students and parents of specific requirements in each subject at each grade level. This outline is written for a band course for which the prerequisite is that the student have some playing experience. The course objectives include developing the student's ability to work with a large group and perform increasingly difficult music. By the end of the year, the students should achieve a minimum level of competence in recognizing music vocabulary, the principle forms of music, and the different instruments, and be able to produce a rich, full tone with reasonable facility and accuracy. The course requirements, learning materials, and learning activities are listed, including voluntary and advanced studies. The criteria and methods for student evaluation are reported. (FG)

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COURSE SYLLABUS

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High Expectations . . . High Achievement

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Murray State University/Henry County Public Schools
Teacher Corps Project

P.O. Box 47, Paris, Tennessee 38242

DEPARTMENT: Music GRADE LEVEL: 9-12

COURSE TITLE: Band

Fall 1980

SP 019 352

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We also wish to thank the many people who assisted in editing, typing and collating the Course Syllabi and Student Expectations. In many ways, they are the "*unknown heroes*" whose work is essential but not often recognized.

TO STUDENTS AND PARENTS,

You have in your possession a course syllabus which is one of over eighty-one written by teachers in the 1979-80 School Year as part of the Teacher Corps Demonstration Project. Syllabi were written for most subject areas taught in grades seven through twelve in Henry County.

A syllabus is a concise statement or outline of a course of study. Each syllabus written in this program contains a general course description followed by general and specific objectives. The general objectives state in broad terms what is to be taught in the course, while the specific objectives indicate ways the student must demonstrate what he or she has learned. Student requirements, basic learning activities, learning materials and community resources are also described. Of special importance are the sections dealing with how performance is measured, evaluated, and reported to students and parents.

The overall intent and basis of the syllabus program are to assist students in achieving at least a minimal competency in the subjects being taught in the schools. The written syllabi are a major step forward in helping students achieve success in their studies, since they provide specific descriptions of what is to be learned and at what level the student is expected to perform. The program in effect is saying, "*Let us inform both the students and the parents of what specifically is required at each grade level and in each subject taught in the Henry County School System and then develop ways to help students achieve these goals.*" Because when goals are precisely written and further refined into instructional objectives, then learning activities designed to assist the student are more focused and on-target. Instruction improves when the purposes of the course are thought-out and clearly stated. Progress accelerates when the student's performance is based upon behaviorally stated objectives, and this performance is measured and reported.

It is important to note that the Syllabi are only a *first step* in creating an Improved School Climate--which is one of the *major* goals of the Teacher Corps Project. Teachers, students, and parents must yet find additional and unique ways to help each person achieve the various competencies. Much of this however will come through application as teachers think of new ideas while refining old ones. Thus this Project will be a success if the syllabi are but a *starting point* of thoughtful and creative involvement by the teachers and students in on-going curriculum development.

This Project is not without its imperfections. No project is. For example, in our Project better measurement instruments need to be written as well as finding new ways of evaluating student performance. Yet, we are proud of what has been accomplished and feel the basic curriculum pattern is reflective of the concerns of society and the realities of the times in which we live. Perhaps the great strength of this Project is to be found in the fact that teachers from the Henry County School System developed and wrote each syllabus. They deserve a *special* thanks.

GOOD LUCK!

J. C. Hainsworth

Dr. Jerome C. Hainsworth
Project Director and
Professor of Education
Murray State University
Murray, Kentucky

NOTE: It is important to realize that a program entitled Student Expectations has been written for assisting students in grades K-6 in achieving at least a minimal competency in Mathematics, Language Arts, and Reading. The Student Expectations Program and Syllabus Program are a coordinated curriculum effort that has the potential of impacting the basic instructional program in Henry County in a positive way.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Music GRADE LEVEL: 9-12

COURSE TITLE: Band

COURSE DESCRIPTION:

Prerequisites: Some previous playing experience is necessary.

Credits: 1

Fees: None

Narrative Description: Band is more than music education. It develops self-discipline, physical fitness and eye-hand coordination. It also teaches the student how to read music as well as some foreign phrases. In addition, as the student learns and progresses, he develops a greater feeling of respect and confidence in himself and in his fellow students.

COURSE OBJECTIVES:

General:

1. To expose the student to a wide variety of music such as jazz, modern and classical.
2. To develop the student's sense of responsibility.
3. To develop the student's ability to work successfully within a large group.
4. To develop the student's ability to perform increasingly difficult music.
5. To provide the students with opportunities to take part in positive reinforcing projects with tangible results.

Specific: At the end of the school year the student will be able to:

1. Recognize and interpret musical vocabulary pertaining to dynamics, tempo, and composition.
2. Identify the principle forms of music.
3. Interpret and/or demonstrate musical signs and symbols.

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Specific: continued

4. Recognize time signatures and key signatures and apply them to music.

5. Identify and distinguish between different instruments in a band and in an orchestra.

Technical Ability:

By the end of the school year, the student will be able to:

1. Play their instrument with reasonable facility and accuracy (as determined by the teacher).

2. Produce a rich full tone with emphasis on good intonation.

3. Identify and follow the main elements of a musical composition.

4. Exhibit proper playing habits such as breath support, posture and correct emboucher (mouth position on the instrument).

5. Demonstrate proper care of their instrument.

6. The student will maintain good attendance, attention and discipline throughout each class.

COURSE ACTIVITIES:

Course Requirements:

1. The student must own or have access to an instrument.

2. The student must have had a least two years playing experience to qualify for varsity band.

3. Each student will be required to play on an individual basis, prepared music in order to determine his/her competency.

4. The student must be able to accept constructive criticism.

5. The student must attend all rehearsals.

6. Students will be expected to care for individual equipment, music, school owned equipment and uniforms.

LEARNING ACTIVITIES:

Every student participates in the following learning activities:

1. Scale patterns which acquaint the student with the various keys.
2. Chromatic scale exercises.
3. Articulation exercises.
4. Exercises designed to increase manual dexterity.
5. Chorales.
6. Participation in the West Tennessee Marching Festival and Marching Competition.

A student may also participate in each of the following activities if he/she so desires:

1. Participate in various solo and ensemble performances.
2. Audition for the University of Tennessee at Martin Honors' Band.

The following opportunities are open to advanced students who demonstrate above average ability and interest.

1. Participation in the Quad-State Music Festival which is held at Murray State University.
2. Audition for the All-West Tennessee Band.
3. Audition for the All-West Jazz Band.

LEARNING MATERIALS:

Textbook: No one common textbook is used.

Supplementary Reference Materials:

1. 53 Melodious Etudes by Rossari - Saxophone, Oboe
2. Selected Studies for Cornet - H. Voxman
3. Selected Studies for Trombone - H. Voxman
4. Selected Studies for Flute - H. Voxman
5. 40 Studies for Clarinet - C. Rose
6. Advanced Studies for $B^{\flat}$ Bass - Tyrrell

Supplies and Equipment List:

1. Tape Recorder
2. Metronome
3. Van
4. Chalkboard
5. Turntable
6. Strobo-tuner
7. Instrument Cages
8. Percussion Equipment
9. Instruments - school owned - Ex. Alto and Bass Clarintes, Tubas, French Horns
10. Music Library
11. Music Stands
12. Chairs
13. Microphones
14. Public Address System

MEDIA MATERIALS:

1. Newspaper
2. Educational Television
3. "Instrumentalist" magazine
4. "Downbeat" magazine
5. "Tennessee Music Educators Journal"
6. "Music Educators Journal"
7. Marching Guild

COMMUNITY RESOURCES:

1. Churches
2. Concerts
3. Nearby Universities
4. Private Teachers
5. Outdoor Theatre

EVALUATION:

Evaluation is a continuous process. Students are guided, corrected and guided again.

Six weeks grades are based on the following criteria:

1. Performance - 60%
2. Effort and attendance - 25%
3. Attitude - 15%

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REPORTING TO STUDENTS AND PARENTS:

The student and his parents are made aware of the student's and band's progress in the following ways:

1. Parent-Teacher conferences
2. Report Cards
3. Band Booster meetings
4. A newsletter that contains the minutes of each Band Booster meeting.